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ABSTRACT

The research framework, content, language, and space allocation of nine textbooks used in graduate courses in organization theory for educational administrators was examined in this study. The number of women involved in the preparation of the books was also determined and the books' treatment of sex equity issues was qualitatively measured. It was found that these texts provided prospective administrators with little or no understanding of sexism, its impact on education, approaches for redress, or practical techniques to eliminate it. It is recommended that authors and editors integrate topics related to sex equity into textbooks, that more references be made to women authors, that chapters on styles of leadership avoid sex-role stereotyping, that sexist language be avoided, and that professors use only books that are sex fair. Preparatory programs must inculcate values and belief systems that move concern for sex equity into the forefront of administrative practice. (Author/IRT)

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Sexism in Texts in Educational Administration

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Paper Presented at the
Annual Meeting
of the
American Educational Research Association
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Introduction

Education literature abounds with studies which have researched the effects of sex-role stereotyping in the classroom. Teaching methods, instructional materials, and curricula have been scrutinized and criticized for their androcentric viewpoint. The push is on for new books and materials which serve to eliminate bias toward and discrimination against women. This fact remains, however: if teachers did not teach or reinforce sex-role stereotyping, the effects of it would be diminished greatly.

The process of education deals not only with students, but with teachers, too. To educate others, one must first educate oneself. Teachers, themselves, must be made aware of sex-role stereotyping and the efforts and practices used to redress it, if they are to instruct their students effectively in this regard. Myra and David Sadker sought to examine how teachers learn about sex bias through formal teacher training education. The Sadkers conducted a content analysis of 24 books used in teacher preparatory programs nationwide. They found over 95% of the texts devote less than one percent of the total content to discussion of female experiences, contributions, and issues. They concluded that "topics related to sex equity are invisible issues in major teacher education texts" (Sadker & Sadker, 1979, p.2).

We have stated that the process of education concerns teachers as well as students. We hasten to add that the process also must

include educational administrators. If teachers are to be held responsible for what is learned and observed in the classroom regarding sex-role stereotyping, it follows that texts preparing teachers for the classroom should be sex-fair and should provide strategies for effecting sex equity in classroom interactions. Therefore, it then follows that programs which prepare administrators for supervision of teachers should utilize texts which are sex-fair, which address issues of sexism, and which propose strategies for eliminating sexism in the classroom and on the job.

School administrators are change-agents and decision-makers. Their training and aspirations affect their administrative behavior and power. Several of the texts read for this study address this particular dimension of educational leadership.

> The beliefs which school executives hold about schools and society, educational goals, school management, authority, and organizational arrangements are modifiers of behavior. A value system which arranges beliefs and preferences in some systematic way is an additional force within the administrator which affects...educational decision-making behavior. (Sergiovanni & Carver, 1980, p.11)

Therefore, those attitudes shaped in the learning process will form the direction of administrative practice.

Educational administrators can facilitate change within the schools. They are the internal change-agents who possess the necessary intimate knowledge of the system and the status necessary for legitimation and acceptance (Kimbrough & Nunnery, 1976). School

superintendents can spark the initiation of change. The visibility, power, and authority which accompany such a postion can shape new ideas and influence thought and action (Owens, 1970). One concludes, then, that a program of preparation for potential school administrators is the foundation for future professional leaderhsip.

What do future administrators learn in their training? How are they prepared to deal with the changing roles of men and women? One way to examine how potential school executives are prepared for their administrative roles is to analyze the texts which are used in educational administration programs.

Thus, we have endeavored to research texts used to educate potential school administrators. The goal is to retrace the levels of educational responsibility to that point at which corrective measures and heightened awareness can have the most impact and effect the swiftest redress. It is to be hoped, through the alerting of prospective school administrators to the issues of sex equity, that such awareness will filter down through the supervision of teachers and their methods of instruction and into the classroom and will serve to eliminate sex discrimination in employment.

Methodology

This study followed the lead of Sadker and Sadker's 1979 study of teacher training texts in examining educational administration texts. A judgment selection sample was based upon a survey of best-selling intorductory administrative textbooks as reported by major publishers and of those recommended by professors of introductory orgainzational theory courses on the graduate level. As a result, nine organizational theory and/or introductory texts, listed in Appendix A, were chosen for analysis. The copyright dates ranged from 1967 to 1980. Recency of publication was not considered a factor in the analysis, since the concern in this study was focused on texts currently in use in educational administration preparatory programs. To paraphrase Sadker and Sadker, professional textbooks have an important role. Those most widely adopted are likely to reflect the nature and scope of educational administration course content.

The content-analysis instrument designed and validated by Sadker and Sadker and used in their study was applied to this sample of texts. The research instrument was modified to eliminate items not pertinent to the content of organizational theory textbooks, e.g., pictorial illustrations and topics related to girls and boys. Similarly to Sadker and Sadker, four major areas were analyzed: research framework, content, language, and space allocation. Two raters, working independently, analyzed each page of text. Inter-rater reliability was set at 85%. When agreement was not attained, a third rating was made.

The raters counted the numbers of females and males involved in the publication of the book. Tables of Contents and Indices were examined for topics relating to the contributions, experiences, or issues concerning women. The numbers of males and females cited in the index, footnotes, and bibliography were tabulated. An accounting also was maintained of the number of times masculine nouns and pronouns were used generically.

Further replication of Sadker and Sadker's study was conducted through use of the second part of their instrument, which qualitatively measured the text's treatment of sex equity issues. Content was judged on accuracy, balance and comprehensiveness, nonstereotypic presentation, and integration of information throughout the text. Finally, each rater responded to a scale which assessed the text's ability to raise the reader's awareness of and provide strategies for sex equity.

Results

The findings of the content analysis of educational administration textbooks parallel those of Sadker and Sadker's study on teacher preparatory texts. Treatment of topics relating to sex equity is non-existent or so minimally presented as to portray the issue as one of only marginal importance to educational administrators. (See Table 1) It was found, in nine texts used to prepare potential school administrators for the leadership and supervision of our educational system, that 1.8% of the total text contained information specifically related to women. The largest proportion any single text allocated to females was 5.28%. A major portion of these small percentages dealt with female characterizations, e.g., "...remembering the day Mrs. Fuller taught us polynomials," and "a board member complaining about the audacity of Ms. Jones," so that, in reality, only a fraction of the total text content, .33%, (See Table 2.) dealt with topics of sexism, approaches of redress, and the experiences and contributions of women in the field of educational administration, i.e., discussion of white male dominance in administrative postions, outlining of Title IX and related legislation, and inclusion of Mary Parker Follett's work on organizational behavior. Over ten times as many pages were devoted to male characterizations, experiences, and contributions, i.e., showing males as leaders and occupiers of administrative positions in illustrative examples, citing studies based on all-male samples, and referring to male authors and theorists. (See Table 3.)

The ratio of male to female authors of the nine texts was 23:1. Eight of the nine texts were collaborative efforts, yet only one female was involved in authorship. Women were somewhat more involved as editors, consultants, research assistants, reviewers, typists, or in other text-developmental tasks. Here the ratio of males to females lessened to 2.19:1. Women constituted 29.36% of the support teams for these texts, but only 4.16% of the authorships. (See Tables 3 and 4.)

A perusal of the Tables of Contents of these nine texts for chapters dealing with topics devoted to sex equity issues or the mechanics of redressing sex discrimination in educational administration was futile. Not one of the 127 chapters was designated specifically for the discussion of Title IX, affirmative action, or related topics and their legal and sociological implications for future educational administrators. The sub-heading, The status of women in administration" (Sergiovanni, Burlingame, Coombs, & Thurston, 1980), appeared in one text only.

Analysis of the indices of these texts yielded 25 references to sex equity issues and the experiences and contributions of females. This represents only .51% of the total items indexed. Included in this analysis was the number of women cited. Women totaled .02% of all citations. Males out-represented females 30.19:1 with 56.44% of the total citations. The remaining portion consists of cases in which foreign names or initials only were used and sex of the author could not be determined. Two of the nine texts chose to index by initials only. (See Tables 3 and 4.)

Nearly three times as many footnotes and bibliographic entries refer to men and male experiences and contributions as to women and female experiences and contributions. The preponderance of male-specific citations reflects not only an imbalance in material selected, but also a sex imbalance in the field of educational administration. A similar point was made by Sadker and Sadker in their study.

Men are quoted throughout the nine texts over 25 times as often as women. Women authors account for only 2.84% of the total quotations. A male reference often was used in instances in which women have made contributions and/or conducted research on a particular topic, and, therefore could have been cited in the discussion. Mary Parker Follett's work can be included in chapters dealing with the human relations school of administrative thought, but she is cited in only four of the texts.

Language used throughout these texts is primarily androcentric. Eight of the nine texts used the masculine generic noun or pronoun when writing of persons in general, e.g., "economic man," or "one-man organizations." The notable exception was the text written by Sergiovanni, Burlingame, Coombs, and Thurston. The masculine generic pronoun was used nearly 25 times as often as the feminine generic pronoun in the other eight texts.[7] (See Table 4.) In addition, the pronomial usage indicated sex stereotypes, e.g., superintendents, principals, administrators, architects, and politicians were characterized as males, while school nurses, teachers, dieticians, and secretaries were portrayed as females.

Those texts which announced in the introduction that their examples would be non-sexist proved to be inconsistent: for instance, "Whether the superintendent wishes it or not, he or she becomes the symbol of his school" (Campbell, Bridges, & Nystrand, 1977, p. 235), and, "Chairpersons bargain with the principal and his staff" (Sergiovanni & Carver, 1980, p. 242). Although authors may claim that use of the masculine generic provides clarity and convenience and is not meant "to deny or discount the presence and valuable contributions of women in educational administration" (Campbell, Bridges, & Nystrand, 1977, p. x), consider the implications of these statements: "...the candidate must be willing to make a sacrifice to secure his degree, a sacrifice borne also by his wife and children" (Campbell, Bridges, & Nystrand, 1977, p. 350), and, "In addition to the conferees, a large number of wives and children come..." (Miller, Madden, & Kincheloe, 1972, p. 356).

Moreover, advice is passed along to potential school administrators not to make jokes about "the principal"s wife" (Lane, Corwin, & Monahan, 1967, p. 213) and to join service organizations such as The Lions, The Rotary, and The Kiwanis Club (Kimbrough & Nunnery, 1976) which historically have excluded women from membership.

If, as Miller, Madden, and Kincheloe suggest, "language is useful not only for communication but also as the means by which we think " (p. 366), then the language of the majority of these texts does not communicate the presence of women in educational administration as a viable reality.

It is our finding that texts used in organizational theory courses to educate potential school administrators provide little or no understanding of sexism, its impact in education, approaches for redress, or practical techniques to eliminate sexism, nor do they provide inspiration or motivation to combat sexism in education. The issues of sex equity are presented minimally in a fragmented and imbalanced fashion or not at all. Therefore, educational responsibility for its redress and elimination by future professional leaders is abrogated.

The students of educational administration today are the change-agents and leaders of tomorrow. The impact of textbooks assigned for reading in educational administration courses cannot be minimized. If such texts address the issues of sexism and its effects, potential school administrators would be better prepared to promote sex equity on the job and in the classroom. Administrators of both sexes need to discover the obstacles to sex equity and the approaches necessary to overcome and eradicate them. Therefore, it is advisable that authors, editors, and publishers make efforts to integrate topics relating to sex equity throughout the text. Fragmentation, omission, and imbalance perpetuate an inadvertent bias (Britton & Lumpkin, 1977) which fosters negative attitudes and administrative ignorance. Women have gained power in the social, economic, and political arenas and, thus, chapters dealing with socioeconomic and political influences upon school administration should reflect accurately the present societal climate.

Authors and editors can rectify the imbalance of male to female references by tapping the research and writings women have contributed to the study of organizations. Mary Parker Follett, Lillian Gilbreth, and Ida M. Tarbell can be included in those sections of text which outline the evolution and practice of organizational theory. Rosabeth M. Kanter's work could be cited for discussion of the effects of structure on majority and minority group behavior. Patricia Cain Smith and Barbara Snyderman have done research on job satisfaction and motivation. Jane Likert, Jane Mouton, Shirley Terreberry, Jane Woodward, and Marilyn Gittell are others who have contributed to the body of organizational theory research. Some authors already

have cited most of these women to some extent in their texts, most notable Sergiovanni and Carver, Sergiovanni, Burlingame, Coombs, and Thurston, Hoy and Miskel, and Kimbrough and Nunnery. This fact serves to strengthen the argument for the inclusion of female contributions in all texts.

Each of the texts analyzed devoted chapters to styles of leadership and characteristics of effective administrators. These chapters lend themselves to discussion of sexism, sex-role stereotyping, and the difficulties encountered by women seeking to enter the administrative hierarchy. An accurate account of educational administration should include the facts of sex discrimination and should outline strategies future administrators can employ to eliminate sexism. School management, curriculum organization, and personnel supervision sections should include detailed commentary on Title IX and affirmative action and its successful implementation in the school system.

When such discussions are incorporated comprehensively throughout the text, they serve to characterize sex equity as a desirable, achievable goal.

More importantly, however, programs and professors of educational administration should make serious efforts to utilize only those texts which are sex-fair, which address issues of sexism, and which propose strategies for its elimination. These preferences should be communicated to the publishers of educational administration texts, who would be encouraged to comply.

The issue of sexist language used throughout these texts cannot be ignored. If all the preceding suggestions were followed by

authors, editors, publishers, and professors alike, the continued use of sexist language would diminish severely their positive effects. It has been shown, even in those texts which provide disclaimers for androcentric bias or which make serious attempts at affirmative language, that masculine nouns and pronouns are used generically. While this may be perceived by some as "correct grammar," it serves effectively to exclude women and render them invisible (Downey, 1979, and Kramer, Thorne, and Henley, 1978). Language is the externalization of thought processes, and thus represents the limited roles that women are perceived as playing in society (Biles and Pryatel, 1978). Language is a system akin to political, economic, and social systems. It "simultaneously reflects and reinforces the social structure which creates it" (Furman, 1978, p. 182). As we would encourage text content to reflect the climate of change in regard to sex equity, so, too, we advise elimination of linguistic sexism.

The use of "he" to refer to both sexes causes ambiguity and confusion, implies an exclusive male supremacy, and perpetuates inequity (Martyna, 1978). Thus, it is not sufficient to liberally season text content with female characterizations and examples and resort to androcentric bias in general discussion. Texts which purport to utilize a non-sexist linguistic approach and then scatter generic nouns such as "mankind" and "chairman" throughout the pages, serve up a subtle, yet insidious, form of sexism, that of linguistic tokenism. Female terms are relegated to pronominal status only. The

descriptors still reinforce the stereotypic portrayals. A sincere attempt at non-sexist language would be consistent and thorough. To eliminate such linguistic bias, the following suggestions are offered.

1. use of gender neutral terms such as "person," "one," or "humankind."
2. use of plural nouns which inherently de-sex themselves (Graham, 1973).
3. use of affirmative language construction and alternating the order of mention, e.g. "he/she," or "her and his."
4. use of indefinites (Blaubergs, 1978), e.g. change "schoolman" to "school official."
5. alternate the use of the feminine and masculine pronoun by chapter (Kramer, Thorne, and Henley, 1978).
6. eliminate unparallel construction, e.g., change references to adult females from "girls" to "women."
7. eliminate idiomatic expressions (Blaubergs, 1978), e.g., "why Johnny can't read," "father-knows-best principles," "Since Adam..."
8. eliminate unnecessary gender pronouns (McGraw-Hill, 1975), e.g., change "The prinicpal confers with his staff daily..." to "The principal confers with staff members daily..."

Conscious attention by authors and editors can reduce the usage of, and perhaps eliminate, the language of sexism. Changes in language, the conceptual tool of thought can precede and ac-

tively effect changes in behavior (Bosmajian, 1972). Serious attempts must be made to correct linguistic bias which offers women the illusion of equality but denies them the reality.

Conclusions

Criticism has been leveled at researchers who investigate sexism in basal readers, texts, and children's literature. Such critics feel that tallies of female to male ratios and subjective opinions on content cannot function as indictments of sexist bias (Kingston & Lovelace, 1978). Many times, these critics insist, the situations or attitudes depicted in the books are the realities of society and, in the interest of truth, must be presented factually.

That sexist bias is a fact of life and that our culture is an androcentric one does not mitigate against the deleterious effects of such realities on more than half the population of this nation. We contend, moreover, that the reality is undergoing alteration. Women are enrolling in preparatory programs in educational administration and are seeking administrative careers in ever increasing numbers. Recent statistics indicate that women now account for a quarter of the doctoral degrees and well over a third of the master's degrees awarded in educational administration. (See Table 5.) These figures represent an actual increase in women's participation in this field of study of over 250% since 1973 (United States Department of Health, Education, and Welfare, 1975, 1980). Therefore, portrayals of women in non-stereotypic roles do not reflect an impossibility but do serve to destroy those stereotypes and create much needed role models (Council on Interracial Books for Children, 1980).

The educational leaders and school administrators of the future should be knowledgable of and prepared to contribute to the change process. Those programs and texts which do not equip potential educational administrators with these insights and skills do them a grave disservice.

"Both the reality and the ideal must be presented" (Council on Interracial Books for Children, 1980). Educational administrators must bring to their work both a vision of what ought to be and knowledge of the means to achieve these ideals (Sergiovanni, Burlingame, Coombs, & Thurston, 1980). Preparatory programs in educational administration must inculcate those values and that system of beliefs which ushers sex equity from the sidelines and into the forefront of administrative practice.

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Kingston, A. & Lovelace, T. Sexism and reading: A critical review of the literature, Reading Research Quarterly, 1977-1978, 13:1, 134-161.

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Martyna, W. What does 'he' mean? Use of the generic masculine, Journal of Communication, Winter, 1978, 28:1, 130-138.

Miller, V., Madden, G., & Kincheloe, J. The Public Administration of School Systems (2nd ed.). New York: Macmillan, 1972.

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Sadker M., & Sadker, D. Beyond Pictures and Pronouns: Sexism in Teacher Education Texts. U.S. Department of Health, Education, and Welfare, Office of Education.

Sadker, M. & Sadker, D. Sexism in Teacher Education Texts, Harvard Educational Review, February, 1980, 50:1, 36-46.

Sergiovanni, T., Burlingame, M., Coombs, F., & Thurston, P. Educational Governance and Administration. New Jersey: Prentice-Hall, Inc., 1980.

Sergiovanni, T., & Carver, F. The New School Executive A Theory of Administration. New Jersey:Prentice-Hall Inc., 1977.

U.S. Department of Health, Education, and Welfare National Center for Education Statistics. Digest of Education Statistics 1975 Edition.

U.S. Department of Health, Education, and Welfare National Center for Education Statistics. Digest of Education Statistics

Appendix A

Organizational Theory Texts Selected for Content Analysis

Campbell, R., Bridges, E., & Nystrand, R. Introduction to Educational Administration (5th ed.). Boston: Allyn & Bacon, 1977.

Hoy, W. & Miskel, C. Educational Administration: Theory, Research, and Practice. New York: Random House, 1978.

Kimbrough, R. & Nunnery, M. Educational Administration An Introduction. New York: Macmillan, 1976.

Lane, W., Corwin, R., & Monahan, W. Foundations of Educational Administration A Behavioral Analysis. New York: Macmillan, 1967.

Miller, V., Madden, G., & Kincheloe, J. The Public Administration of School Systems (2nd ed.). New York: Macmillan, 1972.

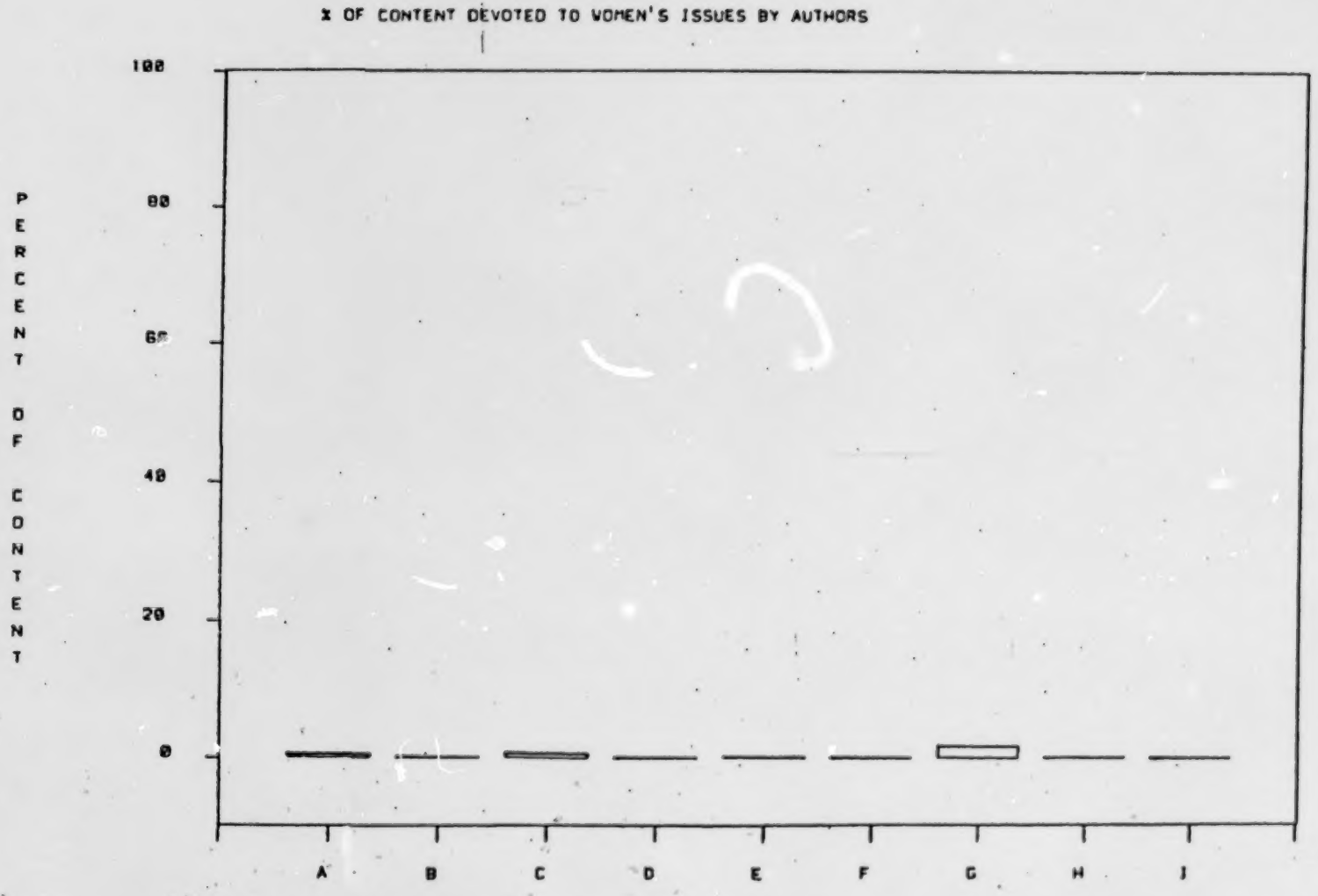
Owens, R. Organizational Behavior in Schools. New Jersey: Prentice-Hall, Inc., 1970.

Sergiovanni, T., Burlingame, M., Coombs, F., & Thurston, P. Educational Governance and Administration. New Jersey, Prentice-Hall, Inc., 1980.

Sergiovanni, T., & Carver, F. The New School Executive A Theory of Administration (2nd ed.). New York: Harper and Row, 1980.

Schmuck, R., Runkel, P., Arends, J., & Arends, R. The Second Handbook of Organizational Development. Palo Alto, California: Mayfield Publishing Company, 1977.

Table 1



A Campbell, Bridges, & Nystrand
B Hoy & Miskel
C Kimbrough & Nunnery
D Lane, Corwin, & Monahan
E Miller, Madden, & Kincheloe
F Owens
G Sergiovanni, Burlingame, Coombs, & Thurston
H Sergiovanni & Carver
I Schmuch, Runkel, Arends, & Arends

Table 2

PERCENTAGE OF TOTAL CONTENT AWARDED TO DISCUSSION
OF SEX EQUITY, SEXISM, AND EXPERIENCES AND CONTRIBUTIONS OF WOMEN

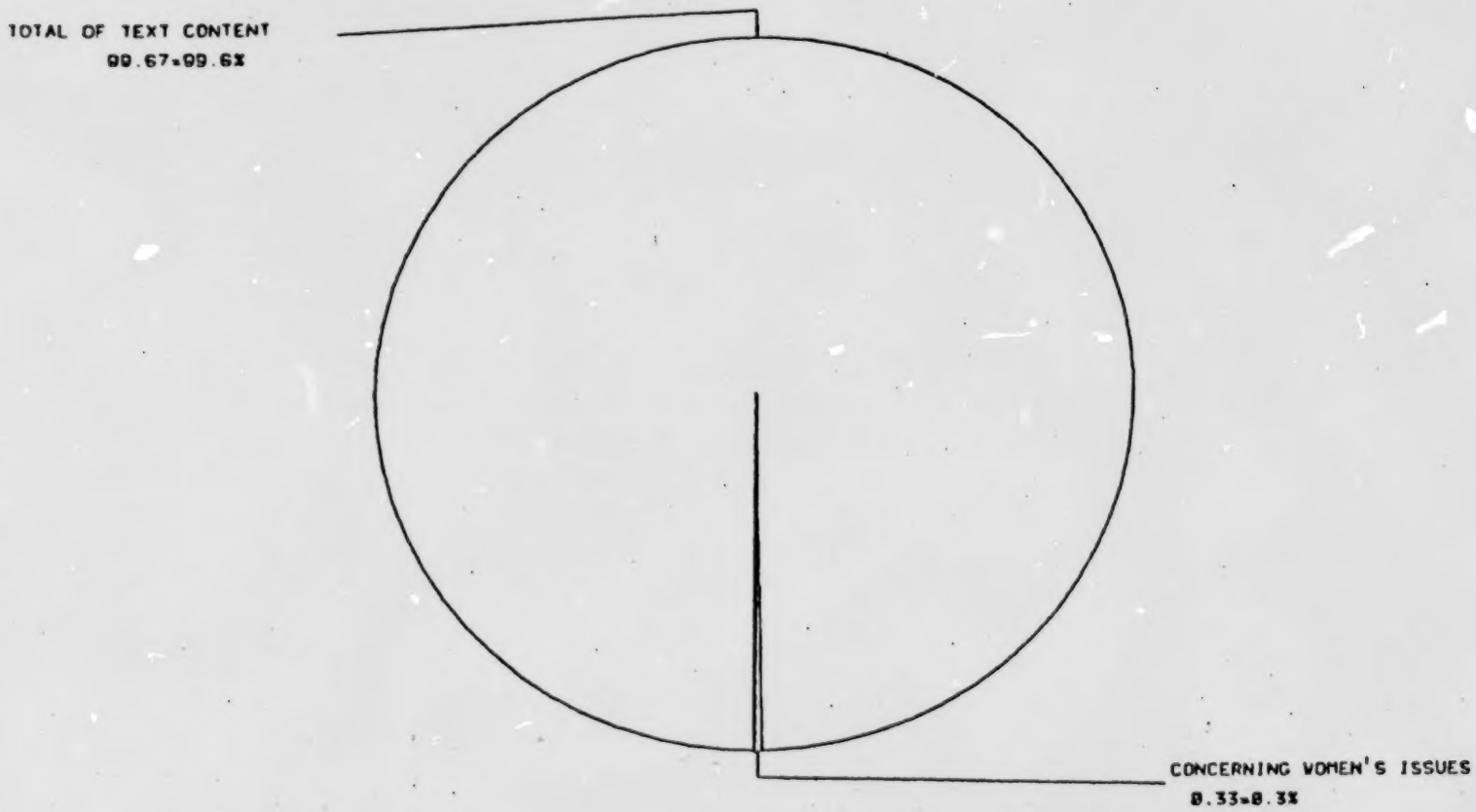


Table 3

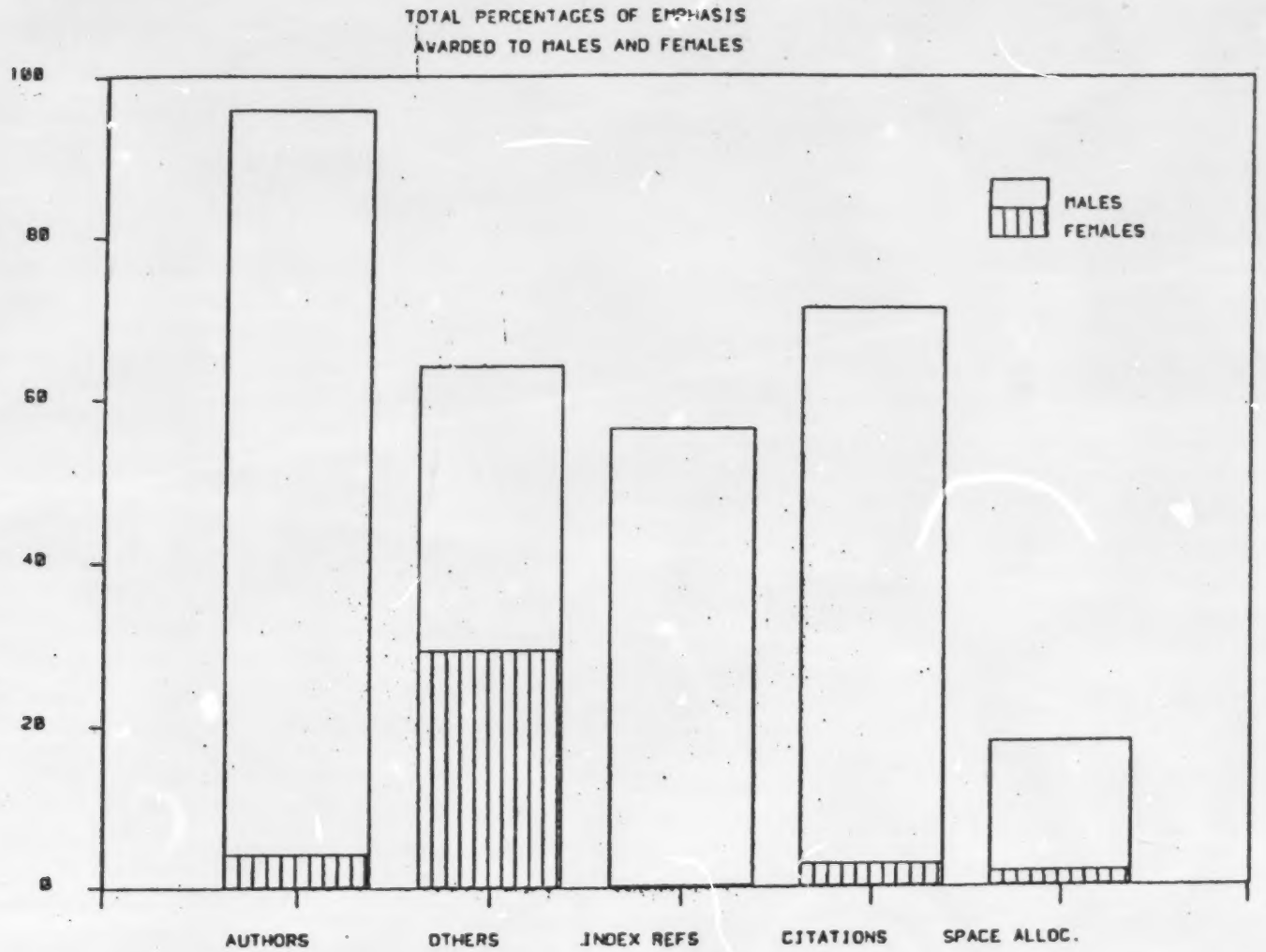
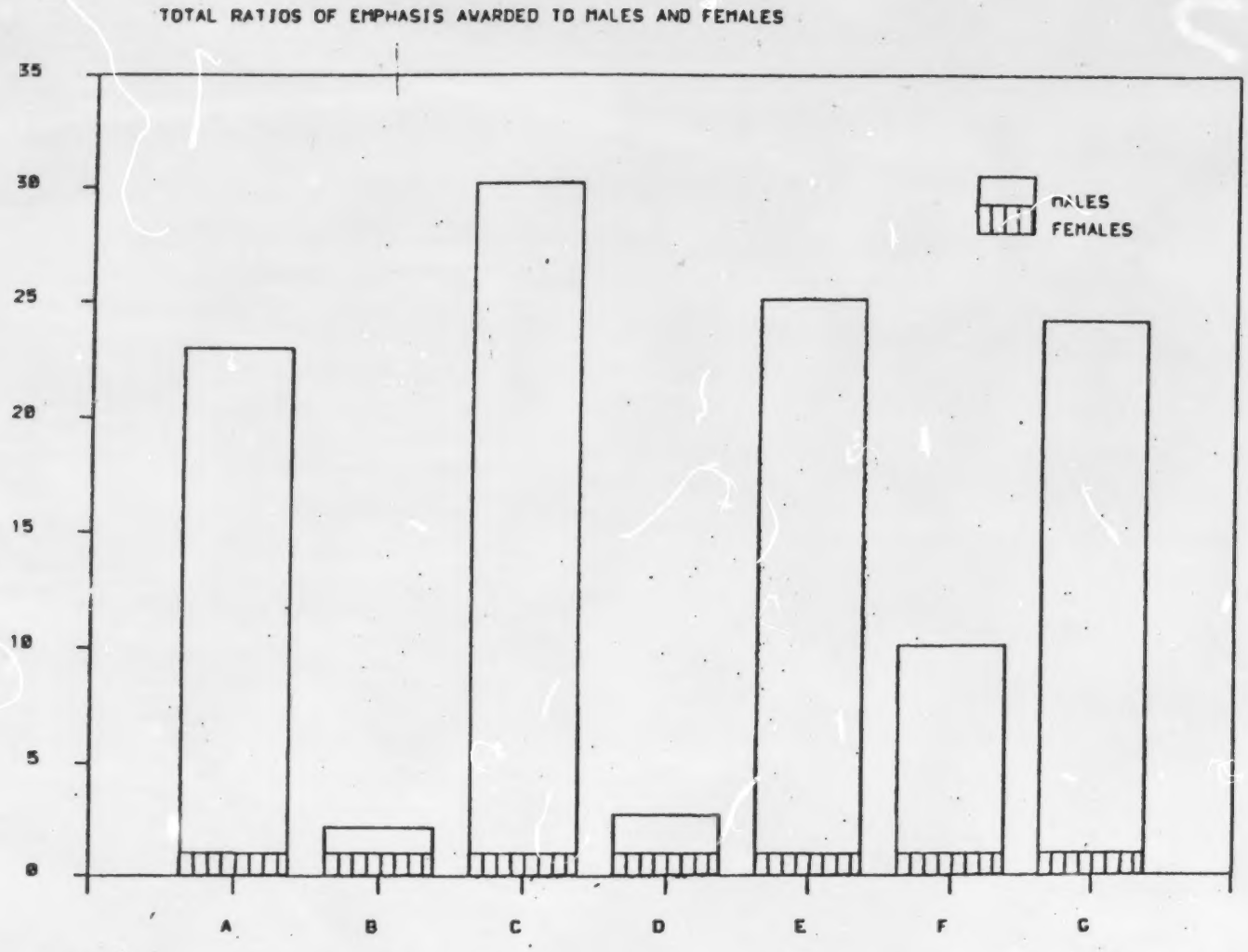
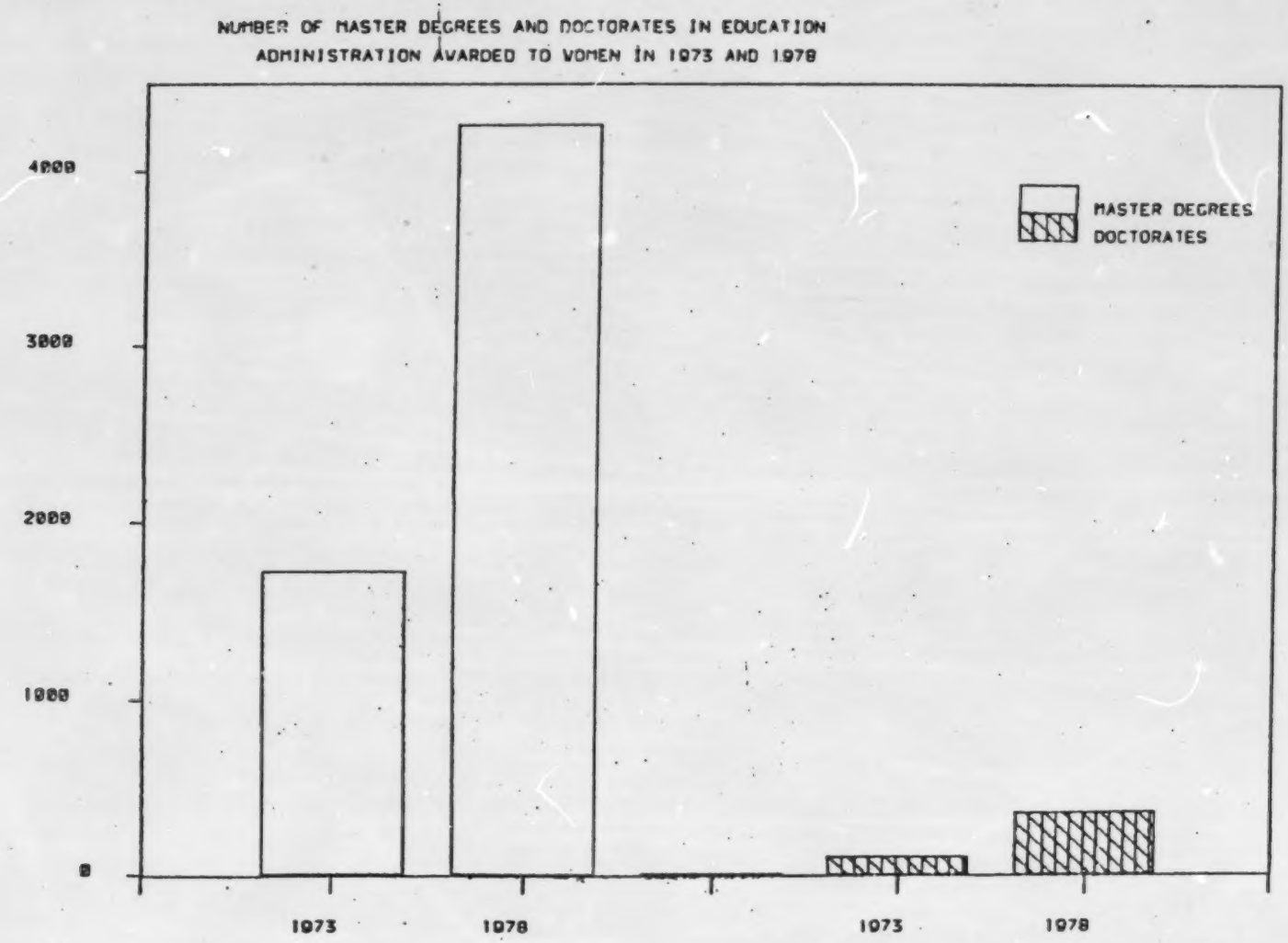

TOTAL PERCENTAGES OF EMPHASIS
AWARDED TO MALES AND FEMALES
100
80
60
40
20
0
MALES
FEMALES
AUTHORS
OTHERS
INDEX REFS
CITATIONS
SPACE ALLOC.

Table 4



A Authors
B Text-Developmental Others
C Index References
D Gender-Specific Footnotes and Bibliographic Entries
E Citations
F Space Allocation
G Generic Pronouns

Table 5



Source: U.S. Department of Helath, Education, and Welfare National Center for Education Statistics. Digest of Education Statistics 1975 and 1980.